



El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

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NMPED Disbands State Bilingual Advisory Committee

On August 17, 2011, the day before the first meeting of the year of the State Bilingual Advisory Committee (SBAC), Dr. Anna Lisa Banegas Peña, Director, Student Success Division, NMPED informed Dr. Analee Maestas and Michael Chávez, co-chairs of SBAC, and David Rogers, Exec. Director of Dual Language Education of New Mexico, that the SBAC would be disbanded, and that all current members would shortly receive a letter from Secretary-Designate Hannah Skandera. Dr. Banegas-Peña indicated the committee would be open statewide to allow any interested party, including current members, to apply.

The State Bilingual Advisory Committee was created in 1973, with passage of the NM Bilingual Multicultural Education Act to advise the State on matters related to the implementation of the program. Its members are and have always been widely diverse, representing Bilingual Education programs across the state, including Native American language groups. The advisory committee members serve a staggered term of service and meet quarterly. The SBAC has been proactive over the years in issues of quality for Bilingual Education programs in New Mexico. A few of its accomplishments in recent years include: upgrading the PED's requirements for TESOL certification, recommending the development of *Prueba* Spanish proficiency exam for certification, using *Prueba* to meet requirements for highly qualified teachers under NCLB, and advocating for three university Spanish/Native language immersion institutes.

As of this writing one month later, none of the members of the SBAC have received any written notice from Secretary-Designate Skandera of this decision nor has notice been posted of SBAC openings on the NMPED website.

The (former) SBAC members are presently preparing a policy statement to be presented to the Legislature relative to this and other actions that signal a lack of attention to the needs of American Indian children and those of Latino or Hispanic descent in New Mexico. A follow up report will be prepared in the November edition of *El Noticiero*.

State Director of Bilingual Multicultural Education Bureau Resigns

Dr. Gladys Herrera-Gurulé, State Director of Bilingual Multicultural Education at the New Mexico Public Education Department, announced her resignation, effective August 29, 2011, at the first quarterly meeting of Bilingual Education Directors. "Resigning my position at PED was a very difficult decision to make. I feel honored having worked for 10 years with districts, parents, partner organizations, higher education institutions, the USDE, the governments of Spain and Mexico, and my wonderful team at PED," said Dr. Herrera-Gurulé.

The members of the State Bilingual Advisory Committee have asked to be involved in the selection of the new director. Dr. Banegas Peña, Director, Student

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NM Teacher Effectiveness Task Force Releases Recommendations

Throughout the summer of 2011, the New Mexico Teacher Effectiveness (NMTE) Task Force met to "find an effective system for recognizing great teachers around New Mexico." (April 25, 2011 NMPED press release). The committee was formed by the Governor's Executive Order in April, 2011. The final report and recommendations were released on August 26, 2011.

At the Sept. 8 meeting of the New Mexico Coalition of School Administrators (NMCSA), Jesús Moncada, NMABE President, provided NMABE's written comment at the meeting as well as those of the Dual Language Education of New Mexico (DLeNM).

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The report makes numerous recommendations in the areas of: Teacher and School Leader Evaluations, Professional Development, Recruitment and Retention, and Compensation and Advancement. There is no doubt that both organizations share the task force's sense of urgency for increasing student achievement in New Mexico. Their understanding is that the highest-leverage strategy to achieve that end is to ensure a quality teacher in every classroom and a quality instructional leader in every school.

However, the report is silent on the needs of the 55,941 ELLs in the state, who are acquiring English as their second language. Moreover, tens of thousands more students are not currently identified as ELL, but speak a primary home language other than English. More than 185,000 Hispanic and 35,000 American Indian students, representing 2/3 of all New Mexico students, have a native and/or heritage language other than English (NMPED, 2009). These are the New Mexican students who have historically been underserved by our state's public school system and who run the highest risk of falling behind academically and dropping out of school before graduation. Standardized test data show that, without modification to instruction, the longer ELL students stay in school, the farther behind they fall when compared to their English-proficient peers. Furthermore, the report is also silent on the resources 30+ years of research evidence provides regarding best practices in teaching English language learners. Thus, NMABE and its affiliates - DLeNM and the Northern and Southern Consortia for Bilingual Education - believe some of the recommendations cited in the report are counter-productive for the ELL student population in New Mexico.

One of the principal recommendations of the NMTE task force is evaluating teachers' classroom effectiveness partly through the lens of academic achievement and rewarding teachers accordingly. Fifty percent(50%) of the evaluation will be based in a "value-added model" of student achievement. The report defines this model as one way to "use student background characteristics and/or prior achievement and other data as statistical controls" to determine student academic progress. What is troublesome is that academic achievement measures for ELL students are more a measure of their proficiency (or lack of it) in English than a measure of what they know and can do in the content areas tested. It is unclear whether this will be taken into consideration by the PED staff who will calculate each teacher's "value-added contribution."

There are three commonly-cited, nationally-recognized, key research findings worth noting relative to this report:

- It takes 5 -7 years for ELL students to acquire sufficient academic and linguistic proficiency in English in order to compete with native English speakers in the curriculum.
- Academic achievement measures for ELL students are more a measure of their proficiency in English rather than what they know in the content areas tested.
- There is a lack of certified, well-prepared TESOL and Bilingual Education teachers in New Mexico. In fact, according to the National Center for Education Statistics (2002a), 64.7 % of all teachers taught ELL students in New Mexico, yet only 33.2% had received a mere eight or more hours of training in the previous three years on how to teach them.

At the NMCSA meeting, NMABE presented the following recommendations on the report:

1. Since ELL students do not manifest outcomes/performance in short time span, the system must consider ELLs' development of academic and linguistic skills in the subject areas without negatively impacting the evaluation of the effectiveness of teachers and principals. To base a teacher's evaluation on student progress over one year is not supported by research.
2. The Professional Development Committee

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El Noticiero

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PUBLICATION SCHEDULE

No. 36:1 Fall 2011: October
(Conference Edition)

No. 36:2 Winter 2012: January
(Board News, Bilingual Education Day,
Call to Action)

No. 36:3 Spring 2012: April
(Institute Announcements)

No. 36:4 Summer 2012: July
(Summer Activities)

Monthly Inserts/Wraps with *Language Magazine*



The
New Mexico
Association for
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The
Alliance
for Multilingual
Multicultural Education

Invited Speakers

- Pedro Noguera
- Virginia Collier
- Wayne Thomas
- Consuelo Kickbush
- Lily Wong Fillmore
- Mary Jane Oatman-Wak
- Wak



AMME/NMABE
2012 Conference

April 25-28
Embassy Suites Hotel
Albuquerque, NM

Un Pueblo Unido: Creciendo Juntos

Call for Presenters due Dec. 16, 2011

To register go to www.acteva.com/go/nmabe

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- (to be established by NMPED) MUST include experts on effective practice for ELL students. Representatives should include Hispanic and Native American experts in the education of ELL students, to inform actions and activities for professional development for teachers and principals.
3. The NMPED English Language Development (ELD) Standards ensure that teachers have the tools to provide differentiated practice to ELL students. The NMPED needs to ensure all teachers who have ELL students in their classrooms know how to use the ELD Standards and that principals know how to look for evidence of use of the standards in their teachers' instruction.
 4. One of the "critical shortage areas" in the system for incentive pay mentioned in the report is Special Education. Based solely in existing data, Bilingual Education and TESOL endorsed teachers must be added to the critical shortage areas listed in the report. According to the New Mexico Report of All Children with Disabilities Receiving Special Education, Part B. Individuals with Disabilities Act (2009), there are 36,657 students, ages 6-17 receiving services. As cited previously, there are 55,941 English language learner students.
 5. The NMPED must include ACCESS score results as a proven measure within the value-added model calculation. This should not be an option, as it meets the obligations of schools towards ELL students under the U. S. Office for Civil Rights, in compliance with the Supreme Court Decision, *Lau v. Nichols*.
 6. Instruction for English language learner students that is delivered by teachers and evaluated by principals must include those best practices found and cited in over 30+years of research in Bilingual Education and Second Language Acquisition.

16th Annual Dual Language Conference
Presented By
Dual Language Education of
New Mexico



La Cosecha 2011

Reforzando puentes entre idiomas:
Strengthening bridges between our
languages and cultures

November 16-19, 2011
Convention Center
Albuquerque, New Mexico



Downtown Albuquerque

Featured Performance



Niños Flamencos

Featured Speakers

- Guadalupe Valdez
- Lilia Bartolome
- Elena Izquierdo
- Kathy Escamilla
- Virginia Collier
- Wayne Thomas
- Vincent Werito
- Else Hamayan
- Ester Dejong
- Jennie DeGroat
- Jorge Torres
- Marjorie Meyers
- Sylvia Linan-Thompson
- Carlotta Penny Bird
- Karen Beeman

www.lacosecha.dlenm.org

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Success Division, NMPED indicated she would inform Secretary-Designate Skandera of this recommendation, but no commitment was made. She did indicate the position would be filled as quickly as possible. As of this writing, no action has been taken by the NMPED.